

Module I: Orientation & Foundations of Practice

- 1 Day: *Orientation in Central Office*
 - Human resources presentation; state identification issued; finger printing; swearing-in; information on location of training, parking, etc.
- 3 Days: *Getting to Know DCS*
 - This class covers a variety of subjects related to being a new employee of the State of Indiana. These subjects include an introduction to the history of the Department of Child Service (DCS) and the departmental flow charts; completing an A-4 and travel vouchers; the new worker training schedule and the course contents; progress reports and permanent status; information on field mentors and expectations of transfer of learning and on the job training days; Family Case Manager (FCM) duties and qualities as well as the different roles performed; discussion of the emotional aspects and fears of the job as well as trying to see the child's perspective; ethnographic interviewing; practice reform and the steps of a family team meeting; DCS mission, vision and values; glossary and acronym terms used on the job; media information; programs and services; funding for services; issues of working as part of a team; and the steps in the life of a case. On the first day of this class, participants are introduced to the Indiana practice model. Participants learn about the teaming process via the facilitation of a cohort team meeting. During this meeting participants are introduced to the teaming process and develop a plan that will help them be successful in learning the concepts expected of an FCM. This plan constitutes the working agreement for the cohort for the next nine weeks of training.
 - The content of this class is especially important for new workers to ensure they have a working understanding of the Department. This class helps new workers realize they are not in this role alone and that others share similar feelings and concerns. Many of the new employees have never held a position dealing with issues of removing children from their homes while trying to establish rapport and engaging the family.
 - The pre-test for Cohort Training will also be completed during this module.
- 1 Day: *Tablet distribution and set-up.*
- 1 Day: *Orientation in county office*
 - Introductions to unit, staff, county. Participants may shadow experienced workers, observe case conferences, familiarize self with agency locations, court, community resources, etc. The supervisor will discuss expectations of worker regarding training. The supervisor will familiarize new worker with evaluation procedures and timeframes. Trainees would familiarize themselves with the physical layout of the office and location of parking, court facilities, prosecutor's office, probation office, space they will occupy on transfer of learning (TOL) days, etc. The trainee may have discussions with payroll clerk or other personnel to obtain more specific information about selection of benefits, direct deposit for payroll/travel, etc. Trainees could obtain pertinent phone, e-mail and fax information which they will need to maintain communication such as in the event of an absence. On-call sign up could be completed, but only scheduled following the trainee's anticipated graduation date. Trainees may wish to speak to supervisor who will be handling the trainee's A-4 (following initial A-4), about the process. Participants may listen in on screening calls. Sometime during the day, the trainee should be afforded the opportunity to have exposure to some aspect of the job.
- 2 Days: *Practice Model Engagement*
 - This training focuses on interpersonal helping skills and competencies for a strength-based and family-centered model of practice – consistent with the Department of Child Services (DCS) Model of Practice and Practice Principles.

More specifically, this course focuses on teaming for outcomes, engagement, empathy, reconnection with families' experience, interpersonal helping, strengths-based and family-centered practice. It is expected that workers will consistently engage families and co-workers with respect, genuineness, empathy and trustworthiness. Core Elements of the helping relationship focus on the following: Engagement, Teaming, Assessment, Planning, Intervention, Reassessment and Affirmation, and Closure.

- 3 Days: *Practice Model Assessment*
 - Assessment is an essential element of an FCM's work which begins from the intake call and is ongoing throughout the life of the case. This three day session introduces participants to the assessment process. Participant will utilize skills learned from the two day engagement class in the assessment of a variety of family case scenarios. The concepts of decisional balance and the assessment of readiness for change as well as family systems theory will be utilized to help illustrate various dynamics related to the assessment of safety and risk. Participants will learn analyze the signs of safety and signs of risk by conducting detailed family functional assessments (using a training guide called the Family Functional Assessment Field Guide) and Family Network Diagrams.

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Module II: Intake and Investigation

- 4 Days: *Family Centered CPS: Parts I & II*
 - Whatever their area of service delivery may be, all family case managers need an understanding of the basics of child protective services (CPS). This course defines and describes the protective services process in a family-centered model; explores social work and child welfare values; teaches the identification and assessment of abuse and neglect; teaches the philosophy of a safety, risk and needs assessment and thorough family assessment; reviews issues of cultural competence; and defines the role and responsibility of the child welfare agency and caseworker to provide family-centered, culturally competent child welfare practice. The following are included in the activities of this class: screening of reports, safety, risk and needs assessment tools, early mental health screening, basic interviewing, an introduction to sex abuse investigations, issues of domestic violence and substance abuse.
- 2 Days: *Worker Safety*
 - This class covers a variety of issues as they relate to the safety of the worker. These issues include escalation of the anger and the de-escalation techniques, mental illness, substance abuse, domestic violence and dangers associated with dogs. In addition to the information delivered regarding substance abuse, this class includes a three-hour presentation by the State Police Methamphetamine Suppression Unit regarding recognition and understanding the danger associated with "meth labs." The content in this class is important for new workers so as to ensure that they will be able to take steps to reasonably ensure their own safety in the field and in the office. Increased understanding of the above topics as well as methods to deal with these issues will increase the likelihood that they will be able to protect themselves by avoiding dangerous situations when possible and making appropriate decisions when confronted with a dangerous situation.
- 2 Days: *ICWIS Module Training*
 - Trainees will learn how to navigate through the Indiana Child Welfare Information System. They will utilize the Child Welfare Services Manual. Topics covered will include definitions of abuse and neglect, intake and completion of a 310, screening reports, and the CPS investigation. Trainees will complete safety, risk, and needs assessments. The curriculum will focus on making placement decisions, visitation, the initial hearings process, and working with biological, and foster, and adoptive families. The Multi-Ethnic Placement Act, the Chafee Foster

Care Independence Program, the Adoption Assistance Program, and the Interstate Compact on the Placement of Children will be covered. Participants will learn to use the Field Guides to Child Welfare. This orientation teaches new workers to work within the ICWIS System, specifically Intake and Investigation modules. This training will describe how the DCS Policies, use of the Field Guides and ICWIS documentation support the vision, mission and values of DCS. The training more specifically explains how the assessment of Safety, Risk, and Needs guides decisions regarding the level of service for children and families.

- 5 Days: *Transfer of Learning & Skill Reinforcement in the Field*
 - Skill reinforcement activities provide choices for how the tasks are completed and performance criteria. The timing of the tasks depends upon the events that are occurring in the office, with families, in the community. All objectives and activities are to be overseen by the supervisor and written documentation of date completed and assessments to be filed. The four learning Modules with transfer of learning (TOL) and three-week On-the-Job Skill Reinforcement (OTJSR) Module intend to develop and build particular skills and practice standards. TOL and OTJSR activities represent choices the supervisor and worker can make to optimize the individual worker's capacity to perform the job. Some activities require completion. Others are available for enriching and enhancing competence, or may provide opportunities that cannot be predicted to occur (if they occur, take advantage of them). The supervisor and worker can choose how these activities get completed in best meeting the individual worker's needs.

Module III: Case Planning

- 2 Days: *Culture and Diversity*
 - This training is intended for new and inexperienced DCS Family Case Managers (FCM). The training will challenge the FCM to examine his or her own cultural background, including their values, beliefs and traditions. The FCM will gain an appreciation of how their values and beliefs may be different from those of the families' and children that they work with. The FCM will recognize ways in which and ethnocentric perspective can interfere with one's ability to serve families and children from different cultural groups than the worker's own.
 - This training defines and identifies the stages of cultural competence and the recognition of one's own level competence is also addressed. Definitions and concepts related to culture and utilized throughout the entire training. The FCMs are encouraged to seek out and use culturally relevant information that is factually derived (books, statistics, articles, etc.). Also included in the content of this training is the explanation of the components of the Cycle of Oppression: ethnocentrism, stereotypes, bias, discrimination, "isms," oppression, and how they link to one another. Examples are given of how cultural values, norms and behaviors, traditions, child-rearing practices, etc., may vary within and between cultural groups serviced by DCS.
- 3 Days: *Case Planning and Family-Centered Casework*
 - This class covers policy and best practice as it relates to on-going services. This includes information regarding policy as well as state and federal legislation as it relates to on-going case management. This class also covers the importance of and methods to build rapport with families so that the planning process is truly collaborative and driven by the family rather than the worker. Workers learn how to garner and recognize commitment from the family in order to move beyond mere compliance. The importance of writing clear, measurable, outcome based objectives is also stressed in this class as well as techniques to monitor the progress toward these objectives. The content of this class is important to ensure that workers are able to demonstrate a clear knowledge of policy and law in this area so that they work appropriately in this framework as well as empower the families with whom they work.

- 2 Days: *ICWIS training covering Case Management*
 - Participants will learn how to document and record case management in a way that is consistent with the vision, mission and values and practice principles of DCS. Trainees will learn how to complete information in hearings that populates on a case plan; complete removal and placement information that populates on a case plan; complete demographics information that populates on a case plan; identify the measurements ICWIS looks at for determining when a case plan is due; document when a case plan conference is held and who attended; complete a case plan in ICWIS that can receive supervisory approval; and print a case plan from tracking. Additionally participants will list and be familiar with the time limits for required face to face contacts for children who are in-home, out of home CHINS, and Informal Adjustments (IAs); identify at least 5 sources of information for completing the case plan; demonstrate ability to navigate within the ICWIS application, finding online help, specific screens, specific fields, reports, and utilize various features of the computer application. Participants will learn to analyze a state statute or policy regulation; locate items on the ICWIS bulletin board and in the field guides; differentiate between case plan objectives and activities; identify key time frames within which key child welfare activities must be completed; screen, and replace a known ICWIS case participant. Trainees will identify several purposes and uses for frequent visitation between parents and children.
- 5 Days: *Transfer of Learning and Skill Reinforcement in the Field*
 - The skill reinforcement activities provide choices for how the tasks are completed and performance criteria. The timing of the tasks depends upon the events that are occurring in the office, with families, in the community. All objectives and activities are to be overseen by the Supervisor and written documentation of date completed and assessments to be filed. The four learning Modules with Transfer of Learning (TOL) and three-week On-the-Job Skill Reinforcement (OTJSR) Module intend to develop and build particular skills and practice standards. TOL and OTJSR activities represent choices the supervisor and worker can make to optimize the individual worker's capacity to perform the job. Some activities require completion. Others are available for enriching and enhancing competence, or may be opportunities that cannot be predicted to occur (if they occur, take advantage of them). The supervisor and worker can choose how these activities get completed in best meeting the individual worker's needs.

Module IV: Placement and Permanency

- 2 Days: *The Effects of Abuse and Neglect on Child Development*
 - The class explores the stages of child development from infant to late adolescence and how abuse and neglect, heredity and environment, and developmental disabilities can delay the child's movement through the stages. It includes discussion on representative "normal" milestones of development and what to look for in assessing whether the child is developing normally. Through sequenced exercises, films, group discussions, and lectures, new FCMs learn why understanding child development is critical to their jobs as FCMs.
 - The content of this class is important so FCMs can understand how to assess a child's development and create developmentally appropriate case plans. It provides recommendations on how to work with abused and neglected children and considers how the FCM might effectively collaborate with the parents who may themselves have delays due to developmental disabilities or substance abuse. The content is also important so FCMs can help to educate parents in setting realistic developmental expectations for their child, thereby lowering the frustration level many parents may feel in parenting.
- 2 Days: *Separation, Child Placement and Reunification*
 - This course addresses the knowledge and skills required for child welfare workers to provide services related to child placement. It will focus on the proper use of a safety, risk and needs assessment; the traumatic effects of separation

on children and their families; placement prevention; choosing the right placement; the proper way to place children to prevent trauma; involving families in the placement process; working with foster caregivers as part of the service team; strategies to promote timely reunification; and the importance of permanence for all children.

- 1 Day: *Legal*
 - This course addresses the legal base for child welfare practice. Legal definitions of abuse, neglect, and dependence will be discussed. The Neglect and Abuse Reporting Statute and the overview of the juvenile court process will also be considered. Finally, the permanent commitment process, delivering good testimony, and the caseworker's role and responsibility in the courtroom will be studied.
- 2 Days: *Practice Model Teaming*
 - This two-day session will focus on the child and family team meeting process. Participants will identify formal and informal supports for a fictional family team and walk through the steps of the teaming process. Participants will practice preparation interviews and participate in fictional family's team meeting. Trainees will identify the meeting goal, family functional strengths, and develop a plan of action for goal achievement.
- 2 Days: *ICWIS – Placement and Adoption*
 - Trainees will learn how to utilize the Child Welfare Services Manual. The trainees will complete safety, risk, and needs assessments / reassessments. The curriculum will focus on making placement decisions, case planning, visitation, the hearing process, and working with biological, foster, and adoptive families. The Adoption and Safe Families Act, the Multi-Ethnic Placement Act, the Chafee Foster Care Independence Program the Adoption Assistance Program, and the Interstate Compact on the Placement of Child will be covered. Participants will learn to use the Field Guides to Child Welfare.

On the Job Skill Reinforcement / Post Training: 14 Days in the Field

- *Field Mentor and Skill Assessment Scales*
 - Effective staff development is a critical component to improving outcomes for children and families in Indiana. It is essential that coursework presented in the classroom be practiced in the field with appropriate guidance and supervision. It is equally as important the process be continually evaluated and enhanced, particularly in the wake of the Indiana Practice Reform Model.

The Field Mentor Program has been developed to help reinforce learning with practice in real life situations so that trainees completing their initial nine week training program and subsequent three week on the job training can work alongside a designated mentor. This mentor will help prepare the individual trainee to accept a caseload upon graduation.

As part of the Field Mentor Program, the field mentor will complete six skill assessments as he or she works with the trainee completing training. Prior to working with a trainee, the field mentor and supervisor will receive training on how to complete these rating sheets. The skill assessments require the field mentor to rate the trainee's progress in numerous areas; the trainee will be evaluated on some skill daily, while other skills are applicable to only certain situations or as the training program develops. If the new employee does not rate as "average" consistently in specified areas, a remedial program will be developed by the trainee's supervisor in consultation with the training staff to meet the specific needs of that employee.

Throughout the training process, the field mentor will work one-on-one with the trainee to ensure that effective staff development occurs. The field mentor will work with the trainee throughout the 12 weeks of classroom/transfer of learning training and the three weeks of on the job training either directly or by facilitating contact with other Family Case Managers. The field mentor will also be available for an additional three months after graduation for consultation in any area needed (primarily by e-mail and phone). And, as part of this process, the field mentor will provide feedback to the trainee on identified needs and strengths on a daily basis.

At the conclusion of the Field Mentor Program, the trainee and the supervisor will complete evaluations of the field mentor.

Summation and Graduation

- Half day Cohort summary work including completion of post-test
- Half day graduation ceremony